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This guide to a total developmental language program for kindergarten is divided into three sections: (1) Helpful Hints to the Teacher, (2) Expanding Verbal Power, and (3) Linking Language and Thought. Subjects in Section 2 include hearing and speaking clearly, increasing vocabulary, extending meaning, expanding language patterns, conveying ideas, and expressing feelings. Section 3 involves classifying things, conveying imagination, solving problems, and expressing abstract reasoning. Each topic is divided into a listing of activities, objectives, materials, procedures, observations, and concomitant learnings. (DO)

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COORDINATED HELPS IN LANGUAGE DEVELOPMENT (CHILD) NWREL STUDY SECOND EXPERIMENTAL EDITION

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FOREWARD

The language development program outlined in this experimental guide is to be used in the CHILD (Coordinated Helps in Language Development) Project during the school year 1968-1969. This project has been approved and sponsored by the Northwest Regional Educational Laboratory since October, 1967.

Oral language is a learned skill. Language may be used to express thought and feeling and to influence behavior. Not only does thinking affect language, but language may affect thinking. The more complex processes of thinking such as concept formation, problem solving, and abstract reasoning involve the use of language as means of symbolization. The quality of spoken language, to a great extent, determines the social level a person may attain.

The Wilmington Project on Changing Neighborhoods, the Carl Bereiter preschool center at the University of Illinois, and the Basil Bernstein studies in England demonstrate the cruciality of oral language in improving the thinking and language skills of disadvantaged children.[1]

In 1963 Walter Loban's NCTE report gave the following conclusions:

> Those (children) who are high in general language ability are also high in reading ability...writing ability is related to socioeconomic position.... Competence in the spoken language appears to be basic for competence in reading and writing.[2]

That it is important for children to express themselves in the language that is familiar to them during preschool and kindergarten is stressed by Loban. "If we do not first encourage the child to use his own language in its full range, we may diminish his desire to use language in school."[3]

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1. Squire, James R. "The Impact of New Programs on the Education of Teachers of English," New Trends in English Education. NCTE 1966.

2. Loban, Walter D. The Language of Elementary School Children. Research Report No. 1. Champaign, Ill.: NCTE 1963.

3. Loban, Walter D. "A Sustained Program of Language Learning," Language Programs for the Disadvantaged. Report of the NCTE Task Force on Teaching English to the Disadvantaged, NCTE 1965.

Strickland, in an intensive study of sixth graders' speaking and reading, concluded that the way children read is influenced by the way they speak.[1] She says that further research is needed to establish precisely this relationship between primary children's speech and their reading achievement.

The purpose of this study is to develop an improved program of language experiences at the kindergarten level which gives emphasis to (a) expanding verbal power and (b) increasing ability in linking language and thought in order that greater success will be achieved in reading, writing and speaking in the first grade and persist throughout the primary grades.

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1. Strickland, Ruth G. The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children. Bulletin of the School of Education, Vol. 38, No. 4. Bloomington Indiana: Indiana University, 1962.

ACKNOWLEDGEMENTS

The experimental schools for the CHILD Project were selected from low socioeconomic areas. Kindergarten classes which compose the experimental group are in the following schools: George, Martin Luther King, Holladay, Humbolt, Lane, Lent, Sunnyside, Vestal, and Woodlawn.

The experimental teachers and the writers of the program guide have worked for two years preparing for the study. They have written and tried out materials, teaching procedures and evaluation techniques. Members of the committee are: Esther Chastain, Betty Donnelly, Dottie Gibson, Marian Hill, Nancy Parthemer, Evelyn Pauls, Ethel Powers, Helen Rawlins, Frances Russell, and Norene Vanderwall.

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INTRODUCTION

This guide incorporates two approaches to an improved language program in the kindergarten.

One approach involves the use of objectives stated in behavioral terms which can be measured by specific instruments. This is important both for improved teaching and the research in which this study is involved.

The teacher will observe children and determine those who can proficiently demonstrate the performances specified in the behavioral objectives. Those who are not proficient will need small group or individual instruction with additional procedures. Teachers will provide enrichment and growth experiences for those children who can demonstrate proficiently the performances specified in the objective.

The second approach involves statements of purposes followed by activities intended to help children develop positive attitudes and good self-images which can best be evaluated subjectively.

Both approaches are of utmost value and must be taught if the total developmental language program is to be of maximum value.

Helpful Hints to the Teacher

Become familiar with all your materials in order to make the best use of them when opportunities arise.

Example: If a child brings a bird's nest to school this would be a good time to use the See-Quees puzzle about robins.

Involve parents as much as possible in implementing this language program. They may supervise groups, assist in the mechanics of checking, write children's dictated stories, use tape recorder to record children's stories, read stories to children, and act as listeners to children's conversations.

Listen to your children. You can learn from them which words they use with little understanding.

Enunciate clearly, giving children a good speech model.

Be aware of the needs of non-English speaking children. These children will need additional time to become acquainted with the intonation patterns of the English language before they should be expected to participate verbally. They will learn English through direct experiences and will associate work meanings with the experiences.

Help each child be a contributing member of the class. Give special encouragement to the less verbal child.

Give careful thought to the use of such words as "good" and "fine" in evaluating the child's efforts. Be specific so the child knows exactly what he has done to earn approval.

Read aloud to the children everyday. Remember to speak clearly and effectively.

Ask children questions which require more than a one word answer. Phrase the questions so they do not imply expected answers.

Give children time to think. Indicate to a child that you will give him more time, and come back to him as many times as necessary to get a response.

Accept a child's rsponse without rewording or rephrasing it, thus making it yours rather than his.

EXPANDING

VERBAL POWER

HEARS AND SPEAKS WORDS CLEARLY

Children learn to speak by imitating sounds and voices they hear. Practice in listening helps develop an awareness of sounds and sound discrimination. As the child interacts with others during his play, participates in experiences, responds to materials and activities, he will be encouraged toward a functional use of language which can be heard and understood.

STATEMENT OF PURPOSE

The child gains self conficence as he learns to speak loudly enough to be heard in many classroom situations.

SUGGESTED ACTIVITIES

1. Greet children individually and by name when they arrive at school, expecting a response. If the response cannot be heard, say something to encourage the child to speak louder.

2. For sharing time, encourage children to face the group and speak loudly enough to be heard.

3. Construct a "pretend" television set from a cardboard box leaving an open space for the screen. Children appear on television as newscasters or entertainers.

4. Use puppets in various ways.

5. Construct a "pretend" microphone for children to talk through.

6. Record children's voices with the tape recorder. Let them listen to the play back, and decide if they talked loudly enough to be heard.

OBSERVATIONS

Is the child able to speak loudly enough to be heard in various situations?
Is the timid child learning to speak audibly to the teacher?

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Hears and Speaks
Words Clearly

STATEMENT OF PURPOSE

The child gains in ability to speak the language he brings to school distinctly enough to be easily understood by the listener. Walter Loban in a Report of the NCTE Task Force on Teaching English to the Disadvantaged, says:

> "What we want is to persuade disadvantaged pupils at this early age to talk as much as possible...using whatever dialect of the language he already speaks...
>
> If he bes mah frien', ah don' meddle him
>
> This is an 'if-then' construction. Wonderful! Don't worry now about usage. Not this early in school."

SUGGESTED ACTIVITIES

1. Show children how to use the six series See-Quees. Children replace in sequence and retell the stories.

2. Use a class made television set. The children may volunteer to be the weatherman or the news reporter. Encourage the "reporter" to speak clearly. Let several children in the audience repeat what they heard the "reporter" say.

3. Place telephones in class-made telephone booths. Listen to informal conversations. Do children understand one another?

4. Choose a story book which is familiar to the children. Let a child retell the story in his own words as he turns the pages and looks at the pictures in sequence. Encourage children to select books they wish to use.

5. Have children describe special events such as birthdays and trips.

6. Take advantage of the situations which normally arise in which the child has a need or desire to communicate with others.

OBSERVATIONS

Tape the child's informal speech several times during the year. Is he making progress in his ability to make himself understood?

OBJECTIVE

The child repeats a sentence that he hears spoken in standard English.

MATERIALS

Tape-recorder Recordings of Nursery Tales

PROCEDURES

1. The teacher will record on tape a sentence spoken in standard English.
   A child will repeat the sentence, recording it on tape.
   Examples:
   I came to school today.
   I love my dolly.
   I like to play.
   I am talking on the tape recorder.
   We live in a yellow house on the corner.
   This is my dog.
   I know that song.
   He ran after me.
   The teacher listens carefully to determine if the child says the same words she has used, noting especially the verb forms.

If the child uses different words or mispronounces words, the teacher will gain his full attention and repeat the sentence again.

The child repeats what he hears the teacher say.

Remember that this exercise is to be used to help children hear and imitate standard English.

It is not to be used directly as a means of changing the child's own speech.

Keep examples of the child's imitations of standard English on tape to check progress.

2. Children listen to recordings of nursery tales. Children repeat the familiar refrains with the record.

OBSERVATIONS

Can the child repeat a sentence that he hears spoken in standard English?

CONCOMITANT LEARNINGS

He is learning to listen.

Hears and Speaks
Words Clearly

OBJECTIVE

The child identifies some sounds which are common to his home environment.

Examples: telephone, knock, hammer, dog (bark), vacuum, crying, sawing, airplane, drum. (minimum list)

MATERIALS

Kit: Sounds I Can Hear (House), Scott Foresman
Record
Picture Chart, Sounds I Can Hear (House)
Picture Cards, Sounds I Can Hear (House)

PROCEDURES

1. Play the record, "House" from Sounds I Can Hear.
Ask children to identify the sounds they recognize.
Discuss and identify the sounds which were not recognized.

2. Give each child a picture card from Sounds I Can Hear. (House)
Play the record.
Have each child show his card when he hears the sound which corresponds with it.
After listening to the record, let each child tell about the sound he heard which corresponded with his card.

3. Use the pictures from "House."
Play the record.
Ask children to put the pictures in the sequence they heard on the record, and tell what they heard.

OBSERVATIONS

Can the child identify some sounds which are common to his home environment?

CONCOMITANT LEARNINGS

He is learning to follow directions after listening.

Hears and Speaks
Words Clearly

OBJECTIVE

The child demonstrates loud sounds and soft sounds with rhythm instruments and tells which they are.

MATERIAL

Rhythm instruments.

PROCEDURES

1. Present the rhythm instruments.
   Demonstrate and discuss loud and soft sounds.
   Ask children to tell which sounds are soft or loud.

2. Demonstrate a drum and rhythm sticks.
   Use 4/4 rhythm, such as in the song "Big Tall Indian"
   Singing Time, page 26.
   Use loud (hard) beat on first note of each measure.
   Use soft beat on next three notes.
   Have children demonstrate with instruments.
   Have children tell which beats are loud and which are soft.

3. Let children experiment with instruments and tell which sounds are loud and which sounds are soft.

   Example: The cymbols made a loud sound.

   Let children discover that some instruments normally make louder sounds, (cymbols, triangle) and some instruments normally make softer sounds (wood sticks, tambourine).

OBSERVATIONS

Can children identify and demonstrate loud and soft sounds made with instruments?

CONCOMITANT LEARNINGS

He is learning to take turns.
He is learning proper use of rhythm instruments.
He is learning to follow directions.

INTERRELATED ACTIVITIES

Film: "Rhythm is Everywhere."

Hears and Speaks
Words Clearly

OBJECTIVE

The child identifies the word to which the teacher gives hard stress in a sentence.

MATERIALS

None.

PROCEDURES

1. Teacher can be a speech model.
   Say several nursery rhymes.
   Stress certain words.

   Example: "Jack be nimble
   Jack be quick
   Jack JUMP over the candle stick."

   Children tell which word was stressed.
   Teacher says other rhymes stressing certain words.
   Have children identify words that are stressed.

2. Use the sentence,
   "We like to share all of our toys."
   Say it stressing a different word each time.
   Child identifies stressed words.

OBSERVATIONS

Is the child able to identify words stressed in sentences?

CONCOMITANT LEARNINGS

He is learning to listen carefully.
He is learning to follow directions.

OBJECTIVE

The child speaks in a voice higher than his normal voice and a voice lower than his normal voice in dramatizations.

MATERIALS

Music Book
The Kindergarten Book

Little Owl Library
The Three Billy Goats Gruff

PROCEDURES

1. Read to children the Little Owl story of The Three Billy Goats Gruff.
   Demonstrate voice changes to go with each Billy Goat.
   Let child dramatize the story.
   Encourage children to use proper pitch to go with each character.

   Ask children in the audience to explain how they can tell which Billy Goat is talking.

2. Let children listen to music and words of "Goldilocks and the Three Bears," The Kindergarten Book, pp. 168-178
   Teacher demonstrates changes in pitch.
   Have children select characters to be Goldilocks and the bears.
   Let children dramatize the story using changes in pitch.
   Have children identify which character is talking.

OBSERVATIONS

Can the child speak in a voice higher than his normal voice, and a voice lower than his normal voice?

CONCOMITANT LEARNINGS

He is gaining an appreciation of fairy tales.

OBJECTIVE

The child says some words that begin alike.

Example: mice, mittens, money
ball, bat, bead
(minimum beginning sounds, m and b)

MATERIALS

Small articles that begin with the same sounds.
Boxes in which to put articles.
Pictures of objects beginning with the same sounds.

PROCEDURES

1. Use pictures of objects to introduce words that begin alike.
   Have children say the names of objects pictured that begin alike.
   Do not isolate sounds but use the entire word.

2. Have children look for things in the room that begin like a certain word.

   Examples: ball, book, bead

3. Have children bring from home pictures or small objects that begin like a particular word.
   Place in appropriate boxes all things that begin like a particular word.

4. Play games with words that begin alike.

   Example: All children whose names begin like Billy's may stand up.

OBSERVATIONS

Is the child able to say some words that begin alike?

INCREASES VOCABULARY

It is important for a kindergarten child to expand verval power by increasing his vocabulary. This helps to build and expand the child's knowledge and use of words, so that he might live and work more purpose-fully in his world.

OBJECTIVE

The child names sixteen things commonly found in the kindergarten room.

Example: table, chair, piano, record player, window, door, blocks, books, clay, crayons, paint, cupboard, paper, scissors, flag, waste basket. (minimum list)

MATERIALS

Health and Safety Kit Picture, "Something Your Size," Chart 2.

PROCEDURES

1. Discuss the picture, "Something Your Size," Chart 2. Have children identify things in the picture that are in a kindergarten room.

2. Discuss the kindergarten room with the children.
   Tell about the many things that are in the room.
   Take a tour of the room.
   Name the things found in each area of the room.
   After the tour ask children to name as many things as they can that are in the kindergarten room.

3. Teacher plays "Touch it Game: with children.
   Teacher says, "Johnny, please touch the table."
   Child touches the table and says, "I am touching the table."
   This game can be played with other items in the room.

OBSERVATIONS

Is the child able to name sixteen things found in a kindergarten room?

CONCOMITANT LEARNINGS

He is learning to take turns in speaking.
He is learning to follow directions.

Increases Vocabulary

OBJECTIVE

The child names twelve pictures of things commonly found in the home.

Examples:

Kitchen	Living Room	Bedroom	Bathroom
sink	chair	bed	tub
stove	table	drawers	sink
refrigerator	lamp		toilet
cupboard	rug		

MATERIAL

Health and Safety Chart, "Where You Live," Chart 3
Old catalogues and magazines
Paste Scissors Paper

PROCEDURES

1. Present Chart 3, "Where You Live."
   Discuss the furnishings in each room of the home.
   Name the furnishings and tell in which room they are found.

2. Use magazines or catalogues.
   Have children cut and collect pictures of different kinds of chairs, tables, and other items found in a home.
   Paste similar items together on separate pages of a booklet.
   Have child name the things on each page and tell in which room they belong.

3. Take a field trip to a nearby home.
   With permission, walk through the rooms.
   Name things in various rooms.

4. Ask questions to encourage children to tell about their own homes.
   Let children tell which furnishings they have in each room.

5. Make a home floor plan out of building blocks.
   Designate the rooms by placing one identifying object from a doll house in each.
   Cut pictures of furnishings.
   Give each child a turn to select a picture, identify it and place it in the appropriate room.

OBSERVATIONS

Can the child name objects found in the home?

Increases Vocabulary

OBJECTIVE

The child names some things seen on a nature walk.

(Teacher lists six things seen to be used for vocabulary development.)

MATERIAL

Specimens or pictures of items in the teacher's list.

PROCEDURES

1. Take a "Nature walk."
   Children name common things which they already know.
   Discuss things which are unfamiliar.

2. Bring selected specimens back to the classroom.
   Look at pictures of those things which cannot be brought back.
   Discuss and identify each.

OBSERVATIONS

Can the child name some things seen on a nature walk?

CONCOMITANT LEARNINGS

He is learning to observe things in nature.

Increases Vocabulary

OBJECTIVE

The child demonstrates and names the eight basic locomotor movements. (walk, run, jump, hop, slide, leap, skip, gallop)

MATERIAL

Health and Safety Picture Charts 4, 5, 6 and 7.

PROCEDURES

1. Teacher demonstrates the locomotor movements one at a time. Children identify the movements.

2. Select movements the children have difficulty identifying. Have the class do the movements together and name them.

3. Let a child demonstrate each of the eight movements. Another child tells what he did.

4. Present charts 4, 5, 6 and 7 from the Health and Safety picture set.
Discuss and identify movements shown in the pictures.

OBSERVATIONS

Can the child demonstrate and name the eight locomotor movements listed?

CONCOMITANT LEARNINGS

He is learning to follow directions.

Increases Vocabulary

OBJECTIVE

The child names parts of his own body.

Example: head, shoulders, face, ears, arms, legs, feet, hands, neck, elbows, knees, ankles, toes, fingers. (minimum list)

MATERIALS

Newspaper or regular paper.
Let's do Fingerplays, by Marion F. Grayson.

PROCEDURES

1. Teacher touches parts of her body as listed above.
   Children imitate her, touching their own body parts and naming them.
   Discuss parts which children cannot identify by name.

2. Teach finger plays which involve body parts, from Let's Do Fingerplays, pp. 10-14

3. Present a picture of a child.
   Name parts of the child's body.

4. Let children draw pictures of themselves.
   Have children name body parts they have drawn.

OBSERVATIONS

Can the child name parts of his own body?

CONCOMITANT LEARNING

He is learning to follow directions.
He is learning fingerplays.

Increases Vocabulary

OBJECTIVE

The child names and describes six farm animals.

Naming--Example: horse, cow, pig, chicken, duck, sheep. (minimum list)
Describing--Example: how the animal looks, how the animal feels to touch, or the sound the animal makes.

MATERIAL

Kit, Sounds I Can Hear, (Farm in the Zoo).
Pick Picture cards of animals listed.
Domestic Animals Pictures, Instructional Materials, Portland Public Schools
Wet clay.

PROCEDURE

1. Use pictures in the kit (one picture at a time).
   Have children name and tell all they can about the animals.
   Discuss those that they don't know.

2. From Instructional Materials Catalog order "Domestic Animals Pictures."
   Use for class discussion.

3. Take a field trip to a farm.
   Discuss the animals seen.

4. Teacher demonstrates pinch and pull clay method.
   Children make clay animals.
   Children name and describe animals they make.

5. Read the story, Brown Cow Farm, by Dahlov Ipcar.
   (Portland Public School Curriculum Adoption)

6. Record: Sounds I Can Hear.
   Discuss sounds of the animals listed above.

OBSERVATIONS

Can the child name and describe six domestic animals?

Increases Vocabulary

OBJECTIVE

The child uses more than one word that identifies an animal.

Examples: dog, puppy, bow-wow, doggie, hound, pooch, mutt;
cat, kitten, kitty, tabby, meow;
rabbit, bunny, hare.

MATERIALS

Stuffed dog and cat.
Pictures of a dog and a cat.

PROCEDURES

1. Show a stuffed animal to children and ask them to tell you what animal it is.
   Ask, "What is another name we could call it and we would know that it is the same animal?"
   Continue until several names are used. Count the number of names used and call to their attention that some things may be called by more than one word and we would all know what animal it is.

2. Use the same procedure with pictures.
   Help children with different words when needed.

OBSERVATIONS

Can the child use more than one word that identifies an animal?

INTERRELATED ACTIVITY

Make booklets of all dogs or all cats.

OBJECTIVE

The child names and describes seven zoo animals.

Naming--Example: lion, elephant, bear, camel, giraffe, zebra, hippopotamus. (minimum list)
Describing--Example: strong, heavy, furry, fierce, long neck, striped, wrinkled, big, huge, gigantic.

MATERIALS

Language Kit A, Unit 8
1 picture chart, L-8
1 set picture cards, S-63 through S-70
Study prints: Zoo Animals, A (Instructional Materials.)
Film: Animals of the Zoo.

PROCEDURES

1. Present picture chart No. L-8
   Have children name and describe as many animals as they can.
   Discuss any they don't know.

2. Go to the zoo.
   Name and describe animals seen at the zoo.

3. Show film "Animals of the Zoo."
   Discuss film with children.
   Have children tell something about each animal.

4. Use study prints--Zoo Animals, A.
   Discuss animals in the pictures.
   Use descriptive words to tell about the animals.

OBSERVATIONS

Can the child name and describe seven zoo animals?

CONCOMITANT LEARNINGS

He is learning to observe.

Increases Vocabulary

OBJECTIVE

The child uses words to tell how selected things feel.

Examples: soft, hard, bumpy, spongy, scratchy, smooth, stretchy, sticky, ticklish.

MATERIALS

The Touch Me Book, (A Golden Capital Answer Book)
Collection of items for "Touch box."

PROCEDURES

1. Teacher presents The Touch Me Book to children.
   Let children feel items in the book.
   Have children tell how each feels.

2. Teacher will collect items for a "Touch Me Box."
   Let children tell what they feel in the box.

   Example: I feel somthing soft.
   I feel something scratchy.

3. Children make a circle.
   Have children feel an article of clothing worn by another child.
   Have the child tell how each feels.

   Example: "The sweater feel soft."
   "The shoe feels smooth."

OBSERVATIONS

Has the child learned to use words to describe how things feel?

CONCOMITANT LEARNINGS

He is learning to take turns.

OBJECTIVE

The child uses more than one word with similar meaning to describe an item.

Examples: pretty, beautiful, lovely, nice;
cold, icy, frozen; slippery, smooth, slick; wet, watery.

MATERIALS

Childrens paintings
Piece of ice, icicle

PROCEDURES

1. Each child in a small group holds up his painting for others to describe.
As words are expressed, ask for other words that mean the same.

   Example: If a child describes a picture as <u>pretty</u>, ask him if he can think of another word that tells the picture is <u>pretty</u>.

2. Place apiece of ice in a container.
Have each child feel the ice and tell how it feels to him.
If the child uses the word cold, ask him for another word that means cold.
If the child uses slippery ask for another word that means slippery.
Whatever word the child uses, search for another word that can be used in place of that word.

OBSERVATIONS

Can the child use more than one word with similar meaning to describe an item?

OBJECTIVE

The child uses the words "sweet" and "sour" to appropriately describe how foods taste.

MATERIALS

Lemon
Cookie
Magazines

Fruits for tasting:
apples melon
pineapple grapes
orange grapefruit

Let's Eat, Kin/Der Owl Book.
Sweet and Sour, Kin/Der Owl Book.

PROCEDURES

1. Use a lemon and some cookies.
   Cut the lemon into tiny pieces.
   Give each child a piece of lemon and a piece of cookie.
   Have children eat the lemon and identify it as being sour.
   Have children eat the cookie and tell if it is sweet or sour.

2. Teacher cuts out of magazines pictures of foods which have sweet and sour tastes.
   Give a picture to each child.
   Let each child tell if that particular food is sweet or sour.

3. Teacher sets up a "Sweet and Sour Tasting Party."
   Children discuss the names of fruits and their tastes.
   Let children have fun tasting everything on the tray.
   Encourage each child to tell how each fruit tastes to him using words "sweet" and "sour."

4. Present books, Let's Eat and Sweet and Sour.
   Have children identify pictures of selected foods as sweet or sour.

OBSERVATIONS

Can the child use the words "sweet" and "sour" to describe how foods taste?

CONCOMITANT LEARNINGS

He is learning to identify certain foods.

OBJECTIVE

The child uses more than one word to describe size.

Examples: big, large, huge, tremendous, tall, little, small, tiny, wee, short.

MATERIALS

Almost any object in the room: blocks, dolls, toys, share and tell objects.
Pictures of animals, buildings, airplanes.
On a walk: tree, rock, house, insect.
Book What is Big.

PROCEDURES

1. Select an object in the room and ask children to think of a word that describes or tells (If the term describes is used, be sure children know its meaning) the size of the object.
   Ask them to think of other words that mean the same (in relation to size) as the first word.
   Elicit as many words as children can recall and give assistance as needed to add words to the list.
   Point out that many words can be used to convey similar meaning about size.
   As opportunities present themselves ask children for another word.

   Example: Child: "That's a big truck."
   Teacher: "What's another word, in place of big, that tells the size of the truck."

2. Use the same procedure with pictures of animals.

3. Take a neighborhood walk to observe big things.
   At another time take a walk to observe little things.
   As children discover and describe the size, get them to substitute another word.

4. Read the book, What is Big. As each page is read, have children tell another word that describes big.

OBSERVATIONS

Can the child use more than one word to describe size?

OBJECTIVE

The child tells one thing seen in the foreground and one thing seen in the background of a simple picture.

MATERIALS

Picture Cards in Language Kit A
- Card M-23
- Card M-24
- Card M-54

Study Prints, "Zoo Animals"
- Hippopotamus
- Rhinoceros

PROCEDURES

1. Present picture of the lion in the grass. (M-23)
   Discuss with children the meaning of the terms foreground and background.
   Let a child tell one thing he sees in the foreground.
   Let a child tell one thing he sees in the background.

2. Present picture of the giraffe in the woods. (M-24)
   Lead children to tell what they see in the foreground and background.

   Example: "What do you see first when you look at this picture?"

3. Present picture (M-54)
   Have children tell what they see in the foreground.
   Ask children why they choose each thing.
   Repeat for background.

4. Use the study prints; "Zoo Animals." (Instructional Materials)
   Children tell what they see in foreground and background.

OBSERVATIONS

Can the child tell what he sees in the foreground and background of a picture?

EXTENDS MEANINGS

Kindergarten children are apt to misunderstand meanings of words and use wrong words in sentences. In order to expand verbal power, word meanings must be clarified.

OBJECTIVE

The child uses correctly some words which describe the relative locations of things.

Examples: over, under, in, out, inside, outside, between, beside, in front, behind.

MATERIALS

Large blocks
Jump rope
Small green blocks or wooden beads
Small red blocks or wooden beads

PROCEDURES

These procedures may be adapted to teach all of the "location" words suggested above. Be sure to include both the "do" and "say" steps of teaching.

1. Arrange blocks on the floor.
   Ask children to line up and jump over the blocks.
   Let children tell what they did, using the word "over."
   Two children hold a jump rope about 18 inches from the floor.
   Ask children to go under the rope, one at a time.
   Let children tell what they did, using the word "under."

2. Give each child one red and one green block or bead.
   Children place the object as directed by the teacher, using the words "over" and "under".

   Example: "Put your red block over your green block."

   Ask child to tell where his blocks are, using the words "over" and "under".

3. Give each child an object, such as a beanbag.
   Ask children to place the beanbag in relation to themselves as directed by the teacher.
   Begin by using only one pair of words such as "over" and "under."
   After children know how to respond to more words, incorporate them into the directions.

OBSERVATIONS

Can the child use correctly some words which describe relative locations of things?

CONCOMITANT LEARNINGS

He is able to follow simple directions.
He is able to identify the colors, red and green.

OBJECTIVE

The child uses more than one dimension of meanings of words.

Examples: under, over, in, out, beside, between, in front, behind, up, down.

PROCEDURES

1. Discuss with children the fact that some words that sound alike mean different things. The teacher might mention "ball"--the kind we bounce and "ball" the queen's dance.

   Tell children that you are going to play a game using the word "over" and they will see many different ways of using the word. Ask each child to sit on the floor and do what you ask him to do. Say such things as "Put your hand <u>over</u> your head. Make your body into a bridge <u>over</u> a pretend river. Make a circle in the air <u>over</u> and <u>over</u> and <u>over</u> again. Stand up, pretend you are a tree and the wind blew you <u>over</u>. Take the paint brush <u>over</u> to the sink. Put the blanket <u>over</u> the doll." Have children take turns giving "The game is <u>over</u>, you may stand up." directions using the word "over."

2. The teacher will select a familiar story such as "The Three Billy Goats Gruff" and inform the children that she is going to tell the story again but in a different way than they have heard it before.

   The children will be asked to listen carefully for a designated word because it will be used many times in the story and will have different meanings.

   Example:
   Once upon a time there were three Billy Goats and their last name was Gruff. The three Billy Goats wanted to go <u>over</u> to the hillside where there was lots of green grass and juicy red apples to make them fat. In order to get <u>over</u> to the hillside the Billy Goats had to cross a bridge which was <u>over</u> the river. An ugly old troll lived under the bridge. He thought the bridge belonged to him and he didn't want anyone going <u>over</u> his bridge.

   The three Billy Goats knew about the ugly old Troll, but they knew that the Big Billy Goat Gruff was big and strong and could protect them.

So they figured a way to fool the old troll.

The littlest Billy Goat Gruff went first. Trip, trap, trip, trap, over the bridge went the littlest Billy Goat Gruff. "Who's tripping over my bridge:" roared the ugly old Troll. "Oh, it is only I, the littlest Billy Goat Gruff, I'm going over to the hillside to get fat all over." "Oh no you're not, I'm coming to gobble you up." said the old troll. "Oh no, pray don't eat me, I'm too little. Wait 'till the middle size Billy Goat Gruff comes over, he's much fatter than I am." "Well be off with you." said the ugly old Troll.

A little while later the middle size Billy Goat Gruff came tripping over the bridge. Trip, trap, trip, trap, trip, trap went the bridge. "Who's that tripping over my bridge?" said the ugly old Troll. "Oh, I'm the middle size Billy Goat Gruff. I'm going over to the hillside to get fat all over," said the middle size Billy Goat Gruff. "Oh no you're not, I'm coming to gobble you up." "Oh no, don't take me, wait 'till the biggest Billy Goat Gruff comes over, he's much fatter than I am." "Very well, be off with you " said the ugly old Troll!

The only Billy Goat who was left over to go over the bridge was the great big Billy Goat Gruff, and over and over and over his hooves went, trip, trap, trip, trap, trip, trap, trip, trap on the bridge. "Who's that trip trapping over my bridge," roared the ugly old Troll in a very angry voice. "It is I, the biggest Billy Goat Gruff," who had an ugly hoarse voice of his own. "I'm going over to the hillside to get fat all over." "Oh no, you're not, I'm coming to gobble you up." "Come along. I'm not afraid of you." So the ugly Troll started climbing up the bridge. His two hands went over and over as he climbed higher and higher and higher. Then the biggest Billy Goat Gruff took his two horns and pushed the old troll over the bridge and into the water and he was never heard of again.

The great big Billy Goat Gruff went trip, trap, trip, trap over the bridge to the hillside where he and the other two Billy Goats ate and ate of the green grass and of the juicy red apples and they got so fat that they could hardly get back over the bridge again and my story of the Three Billy Goats Gruff is over.

3. Ask children to use the word over in any way they can think of.

OBJECTIVE

The child uses appropriate words to compare size.

Examples:
Large-small
Big-little
Long-short

MATERIALS

Newsprint
Crayon
Chalkboard
Chalk
Sets of 2 like objects
1 small object
1 large object

PROCEDURES

These procedures may be adapted to teach the words in the list above.

1. Present each child with a set of two like objects, one small and one large.

   Examples: blocks, books or pieces of paper.

   Ask each child in turn to hold up an object and tell if it is large or small.
   Repeat with the second object.

2. On the chalk board draw a large triangle and a small triangle, a large tree and a small tree and a large kite and a small kite.
   Discuss figures with the children.
   Name each one large or small.
   Ask a child to come up and put an X on the large tree.
   Ask the child to tell what he has done.
   Continue in this manner with the children in the group.

3. Give each child a piece of newsprint and a color crayon.
   Help the child fold his paper in half.
   Ask the child to draw a big circle on one half of his paper and a little circle on the other side of his paper.
   Ask the child to tell you about this paper.

OBSERVATIONS

Can the child use appropriate words to compare size?

OBJECTIVE

The child identifies by name five geometric shapes.

Example: square, rectangle, triangle, circle, ellipse.

MATERIALS

Small blocks of different shapes (square, rectangel, triangel, circle, ellipse).
Book: Round and Round and Square, by Fredum Shapur.
Several felt cutouts of the different shapes.
Flannel board.

PROCEDURES

1. Read the story, Round and Round and Square.
   As teacher turns pages, she will describe what is shown.
   Children name shapes.

2. Give a few children several small blocks of different geometric shapes.
   Let children manipulate and talk about the blocks.
   Each child may describe the blocks that he has.

3. Have children look around the room and find things which have geometric shapes.
   Tell which shapes they see.

OBSERVATIONS

Is the child able to identify by name five geometric shapes?

OBJECTIVE

The child uses affirmative statements in identifying toys, and denial statements of something the toys are not.

MATERIALS

Language Kit A,
Picture Cards, Unit 6
(toys) S-39, S-62

A boxful of toys

PROCEDURES

1. Have a child select a toy from the box.
   Have him tell what it is.
   Discuss.
   Have him tell what it is not.
   Discuss.

   Examples: "This is a truck."
   "This is not a boat."

2. Go through the whole box of toys again item by item.
   Let children use affirmative statements to identify all the toys.
   Then let children use statements to tell things the toys are not.

3. Hide picture cards of toys in the room.
   Have each child look for one, and come to the teacher when he finds one.
   Let him tell what the toy is and something it is not.
   Give individual help when needed.

OBSERVATIONS

Can the child use affirmative statements in identifying toys, and denial statements of something the toys are not?

OBJECTIVE

The child uses both affirmative and negative statements in describing toys.

MATERIALS

Language Kit A,
Picture Cards, Unit 6
(toys) S-39, S-62

A boxful of toys

PROCEDURES

1. Child chooses a toy from the box.
   Let a child describe his toy.

   Example: "The car is blue."

   Discuss negative descriptions.
   Let child describe in this manner.

   Example: "The car is not red."

2. Go through the whole box of toys item by item.
   Let children describe in affirmative statements all the toys.
   Then let them use negative statements in describing the toys.

3. Play a game similar to procedure three on the previous lesson.
   Let the child give an affirmative statement which describes the toy in the picture, and a statement using a descriptive word which is not applicable to the picture.

   Example: This ball is round.
   It is not square.

OBSERVATIONS

Can the child use affirmative and negative statements in describing toys?

CONCOMITANT LEARNINGS

He is learning colors.

OBJECTIVE

The child substitutes an adjective for an adjective which describes size or texture of an object.

MATERIALS

Box of toys
Box of fabric scraps
Touch Me Book

1 large primary crayon
1 small thin crayon

PROCEDURES

1. Have a child select a toy from the box.
   Let him tell if it is big or little.

   Example: "This is a little car."

   Ask children to think of another word which means "little."
   Discuss other words that they might use to describe the toy.
   Have children use each word to tell about the toy.

2. Select a furry toy animal from the toy box.
   Discuss how the toy feels.

   Example: "This is soft."

   Encourage the child to substitute another word for soft.

   Example: "This is furry."

   Discuss other adjectives such as silky, smooth, or fuzzy.

3. Present a box of many kinds of fabrics to children.
   Pass samples of one fabric around.
   Have children describe how it feels.
   Discuss all the possible words that can be used.

4. Read, Touch Me Book.
   Have a child touch and describe what he feels.
   Then have the child use another word which describes the object.
   Do this with each page of the book.

5. Show the child a thick crayon and a thin crayon.
   Give the child the thick crayon to hold.
   Ask the child if he thinks it is a big or little crayon.
   Then ask the child if he can think of another word which means big.
   Then give the child the thin crayon to hold.
   Ask if it is a big or little crayon.
   Then see if the child can think of another word which means little.

Extends Meaning

OBSERVATIONS

Can the child substitute an adjective for an adjective when describing size or texture of an object?

CONCOMITANT LEARNINGS

He is learning to name toys.
He is becoming aware of details.

EXPANDS LANGUAGE PATTERNS

Kindergarten children often communicate by use of isolated words, phrases, and gestures. To extend communication skills, language patterns need to be expanded.

OBJECTIVE

The child completes a familiar sentence from a nursery rhyme, poem or finger play when presented a portion of the sentence.

MATERIAL

Language Kit, Unit 4 — Cards M-5 through M-12
Cards S-21 through S-30
Stick (may be painted gold) for magic wand.

PROCEDURES

1. Present nursery rhymes using cards from Language Kit, Unit 4.
   When children become familiar with the nursery rhymes, the teacher can begin a sentence from a rhyme and have the children complete the sentence.

   Example: Humpty Dumpty sat on a _____.

2. Teacher recites known rhymes, poems, or finger plays, stopping before the end of a sentence.
   The class will finish the sentence.

3. Children sit in a circle.
   One child is given a wand with which to tap a child in the circle.
   Child tapped finishes a rhyme begun by the teacher or another child.

OBSERVATIONS

Can the child complete a familiar sentence from a nursery rhyme, poem or finger play when presented a portion of the sentence?

CONCOMITANT LEARNINGS

He is learning nursery rhymes and poems.

Expands Language Patterns

OBJECTIVE

The child completes a sentence about a picture or an object with the use of visual clues.

MATERIALS

Language Kit, Unit 2 Card L-4
Card S-8
Tray of miscellaneous objects

PROCEDURES

1. Show Safety Patrol, picture L-4.
   After discussion of the picture present unfinished sentences that can be answered with the help of a visual clue.

   Example: "On top of the school I see a _____."
   "There are many children walking to_____."
   "On the street I see _____."

2. Present a tray of miscellaneous objects.
   Name the objects with the children.
   Ask a child to choose an object.
   Teacher begins a sentence and asks a child to complete it with the name of the object.

   Example: "Mark has chosen a red _____."

OBSERVATIONS

Do the children supply words using visual clues about a picture or an object?

CONCOMITANT LEARNINGS

Is able to direct attention to the picture.

OBJECTIVE

The child completes a sentence by naming a toy which has been described.

MATERIALS

Language Kit, Unit 6, Cards S-39, 40, 41, 54.

PROCEDURES

1. Ask children to close their eyes and try to picture in their minds a toy which is being described.
   Introduce riddles by presenting teacher-made riddles.

   Example:
   "I have windows, doors, and wheels. I am a _____."
   Child says the name of a toy (car, truck or bus).

2. Teacher presents pictures of toys on cards from Language Kit, Unit 6 one at a time.
   Discuss the physical aspects and uses of each toy.
   After discussion teacher hides the cards behind her and describes one of the toys.
   She will ask a child to identify which toy she has described by making such statements as, "It is a _____."

OBSERVATIONS

Is the child able to complete sentences about toys?

Expands Language Patterns

OBJECTIVE

The child repeats a sentence pattern he has heard.

MATERIALS

Kin/Der Owl Library, Brown Bear, Brown Bear
Other Library Books

Rain Makes Applesauce	The Gingerbread Boy
The Three Little Pigs	Are You My Mother?
Chicken Little	Three Billy Goats Gruff

PROCEDURES

1. Tell children to listen carefully to a sentence.

   Example: "It's raining today."

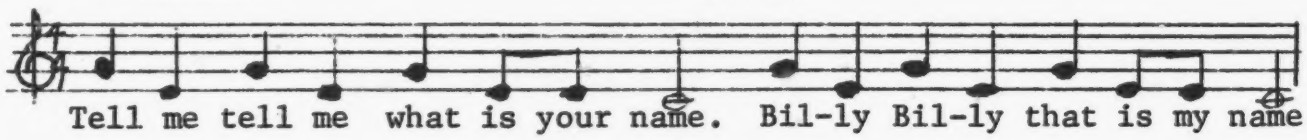
   Ask a child to repeat what was said.

2. Read the story Brown Bear, Brown Bear.
   After reading the story to the children, tell them to pretend that you (teacher) are the Brown Bear.
   Use the first page as an example and teach the children to ask the question "Brown Bear, Brown Bear what do you see?"
   Respond with the answer.
   When the children become aware of the rhythmic pattern of the questions, proceed through the book in this manner.
   Other books listed may be used to encourage children to repeat patterns.

3. Use record: "You Sing A Song, I'll Sing A Song," by Ella Jenkins.

4. Sing the song, "Tell Me, Tell Me, What Is Your Name?"

   Teacher: Child:



5. Play "Touch and Say" and "Move and Say."
   Teacher says, "Touch your shoulders." Children respond by touching their shoulders and saying "I am touching my shoulders." Continue with other parts of the body.
   Teacher says, "Move your foot."
   Children respond by each moving one foot and saying "I am moving my foot."

Expands Language Patterns

OBSERVATIONS

Can the child repeat a given sentence pattern he has heard?

CONCOMITANT LEARNINGS

He is learning about the parts of his body.

Expands Language
Patterns

OBJECTIVE

The child expands a sentence to five words or more.

MATERIALS

A toy
Kin/Der Owl Library,
My School Book of Picture Stories
Study print, No. 16, from Health and Safety Packet

PROCEDURES

1. Hold up a doll or other toy the children have not seen before.
   By asking questions get the children to tell more and more about the doll.

Teacher:	"What do I have in my hands?"
Children:	"A doll."
Teacher:	"Tell me something about the doll."
Child:	"The doll has a pink dress."
Teacher:	"What else can you tell me?"
Child:	"The doll has a pink dress and white shoes."

   Continue in this manner.

2. Use a picture from a picture book such as Kin/Der Owl, My School Book of Picture Stories, or a study print such as No. 16 from Health and Safety Packet and continue to expand sentences with directed questions by the teacher.

3. Play "Let's Pretend."

   Example:

Teacher:	"Let's take a walk. Where shall we walk?"
Child:	"Let's walk to the park."
Teacher:	"Which park?"
Child:	"Let's walk to the tree park."
Teacher:	"How will we walk?"
Child:	"We will walk slowly to the tree park."

   (Teacher may use questions beginning with how, what, when, where and why.)

4. Play "What Did You Buy?"
   The teacher says, "I went to the store to buy some bread."
   A child says, "I went to the store to buy some bread and sugar."
   Another child says, "I went to the store to buy some bread, sugar and candy."
   Continue until the series is broken.
   Then choose another group to play.

Expands Language Patterns

5. Play, "Have You Seen My Sheep?"
   Children sit in the circle.
   Child chosen to be sheepherder walks around the outside of the circle.
   Sheepherder stops, pats child in the circle and says, "Have you seen my sheep?"
   Child responds, "What did it look like?"
   Sheepherder then describes another child in the circle with such remards as: "She has on a red dress."
   "She has on a white collar."
   "She has on brown shoes."
   The sheepherder looks around the circle and when he identifies her, says, "Nancy!"
   Nancy then gets up and runs around the circle.
   Sheepherder tries to catch her before she gets back to her place.

OBSERVATIONS

Can the child expand sentences to five words or more?

CONCOMITANT LEARNINGS

He is becoming aware of details.

Expands Language Patterns

OBJECTIVE

The child tells in sequence of events a familiar nursery rhyme or story.

MATERIALS

See-Quees 41 through 45
Many picture books (fifty or more)

PROCEDURE

1. Choose a child to dramatize a nursery rhyme while the class recites it.
   After he has completed this, choose another child to tell in sequence and in his own words what was dramatized.

2. Present See-Quee such as number 45, "Mary's Little Lamb," to the class.
   Ask the class if they know what the story is about.
   Ask the class to say it aloud together.
   After the class recites the rhyme, remove all four pieces and mix them up on the chalk or picture tray.
   Ask, "Which comes next? Which comes last?"
   After this is done by the group, ask for a volunteer to place the See-Quees in order and tell what is happening in each frame.

3. Read books daily to children for several months.
   When children have become familiar with books place them on the library shelf.
   At a chosen time let children select a book and take it to a table or the circle.
   Encourage the children to tell the story out loud to themselves.
   At the end of this time ask for a volunteer to tell his story to the class.
   (Do not discourage imaginative stories.)

4. During library time let one child choose a familiar book.
   Have the class develop a story.
   After the group story, let one child tell the story to the class.

5. Let a child tape-record a familiar story.

OBSERVATIONS

Can the child tell sequentially a familiar nursery rhyme or story?

CONCOMITANT LEARNINGS

He is learning to listen.
He is learning how to handle books.
He is learning that books are fun and informational.

Expands Language Patterns

OBJECTIVE

The child tells a story of two or more sentences using verbal or visual clues.

MATERIALS

Paint
Newsprint
Little Owl Library Book, The Cat Story
Sounds I Can Hear, Cards 1 and 2, Sound Story 1, Volume 4. (Scott Foresman)

PROCEDURES

1. Present picture cards from Sounds I Can Hear (School). Ask child to tell a story about what is happening in the pictures.

2. Show picture story book, The Cat Story.
   Discuss pictures in the book sequentially.
   Build a story with the class.
   Ask children to tell individual stories.

3. Play a game, "Let's Build a Story."
   Teacher: "I am going to begin a story and let you tell the rest of it. I have a dog. Billy, go on with the story."
   Child: "One day my dog ran away."
   Teacher: "Will you go on with the story? What could we say next about the dog?"

   Continue in this manner until a simple story has been told.
   Ask questions such as :
   "What happened next?"
   "Why did he do that?"
   "Who did he see?"

4. Write on a separate sheet of paper in manuscript form and in his language, the child's story about his paintings.
   Attach the story to the picture.
   Read his story to him.
   Let him share his story with the class.
   For a choosing activity, help those who want to make a booklet of their stories and illustrations.
   Place booklets in classroom library.

OBSERVATIONS

Can the child build a story of two or more sentences using verbal or visual clues?

Expands Language Patterns

CONCOMITANT LEARNINGS

He is becoming acquainted with the fact that pictures in a book tell a story.

He is learning to begin at the beginning of a book and look at pictures in sequence.

Expands Language Patterns

OBJECTIVE

The child tells a story containing two ideas about a planned experience.

MATERIALS

Tagboard strips
Construction paper
Newsprint
Crayons
Scissors
Stapler

PROCEDURES

1. Plan a field trip with children.
   After the trip have each child tell his story of the trip to the teacher.
   Teacher types it on the primary typewriter and re-reads the story to the child.
   The child then pastes the story on a page and illustrates the story with crayons.

2. Present a construction opportunity such as making an Indian headband.
   After the activity ask child to explain how he made his headband.

3. After activity time ask a child to tell what we did during that period.
   If necessary ask questions to lead the child to respond.

4. After a trip to the playground ask a child to tell what he, or the class did during that time.

OBSERVATIONS

Is the child able to tell a story about a planned experience?

CONCOMITANT LEARNINGS

He is learning to be more observant.

CONVEYS IDEAS

The kindergarten child uses
language to convey his own
ideas as he progresses
through a chain of learning
experiences. He acquires
faith in himself, and a sense
of security in speaking situations.

STATEMENT OF PURPOSE

The child gains security and independence as he progresses in ability to make his needs and desires known by use of language.

SUGGESTED ACTIVITIES

1. Establish a classroom atmosphere which facilitates independence by providing easy access to all materials. Because it is not possible to anticipate or plan for all needs, encourage children to use words to state their needs and desires. Listed below are suggested dramatizations which will give children experience in possible ways to express their needs.

   a. Personal Needs:
   Toilet, drinking water (if facilities are not in the room), zippers, buttons and shoes.

   Teacher: "Let's talk about how you can let me know what you will say when you need help with a zipper, or need to go to the lavatory."
   Child: "I will tell you."
   Teacher: "How will you tell me?"

   Let a child be the teacher and another child play the part of a child who needs help with something.

   b. Classroom needs: Supplies

   Teacher: "Let's talk about how you can let me know if you need something when we have our activity time. How can you tell me when there is no more newspaper or painting paper on the shelf? How can you let me know what you need?"
   Child: "I will tell you."
   Teacher: "Tell me what you will say."
   Child: "Teacher, I need some paper."

   c. Demonstrate with puppets. Have children dramatize with puppets.

2. Read the book, <u>What Do You Say, Dear?</u>, by Sesyle Joslin. Dramatize the story with the children and let them respond to the question, "What do you say, dear?"

3. Present the book, <u>Which Do You Choose?</u>. Discuss one page at a time. Ask the children which they would choose on this page. After children have responded, teacher will ask child to tell how he would ask for it.

OBSERVATIONS

Through the process of observing children in their classroom activities the teacher will determine if children progress in their ability to verbally express their needs and desires.

1. Does the child ask for help when he needs it?
2. Can the child choose one item from a group of things?
3. Can the child choose a game, song or story?

Conveys Ideas

STATEMENT OF PURPOSE

The child gains in his ability to carry on a conversation with a classmate when opportunities are provided for exploration.

SUGGESTED ACTIVITIES

1. Collect items for a "Looking Box."

   Examples:

viewmaster	window glass
kaleidoscope	mirror
magnifying glass	chromium
flashlight	can lid
telescope	cellophane paper

   Let pairs of children experiment with the items and tell what they have discovered.

2. Collect pla tic containers of the same size. Put equal amounts of specific items in paired containers. Mix the arrangement of containers. Have children shake containers. and match those that produce the same sound. Tell which sounds are alike. Check by looking into the matched containers to see if they contain like objects. Children may work in pairs.

   Examples:

grains of rice	tacks
paper clips	short pencils
beans	bells
rocks	

3. Have children pair off for observation activities. Encourage free conversation.

   Examples: Provide each pair of children with frogs' eggs or aphis on a plant leaf and a magnifying glass.
   Provide each team with a meal worm to observe and talk about.

4. Set up an interest table with items such as a wishbone, peach pits, bark wood shavings or feathers. These items will motivate conversation in small groups.

OBSERVATIONS

A tape recorder set up near these activities will help the teacher evaluate the child's informal language as he explores these areas.

Is the child growing in ability to talk with a partner about objects of interest? _____ Conveys Ideas

STATEMENT OF PURPOSE

The child gains in social maturity and self expression when he has many opportunities to interact in free conversation with his peers.

SUGGESTED ACTIVITIES

1. Use the telephone units furnished by Northwest Bell Telephone Company. Help children construct telephone booths from cardboard cartons. Doors are an important part of the construction as children tend to speak more freely when they are enclosed from the view of others. Place booths on opposite sides of the room with monitoring device and tape recorder in between the booths. Discuss the uses of telephones with children suggesting things they might talk about on the phones. Some discussion of telephone manners might also be discussed such as voice level and waiting ones turn to talk. Provide many opportunities for all children to use telephones during the school year.

2. Provide a box of costumes and dress-up clothes for both boys and girls. Allow children to use the clothing freely without teacher direction or structure in order to encourage free conversation.

3. Provide many classroom experiences which give children opportunities to work in pairs. Encourage conversation as they work.

   Example: Give each pair of children a sheet of butcher paper and paints.
   Let them paint a large picture together.

4. Take pictures of individuals or small groups of children during class activities or field trips.
   Display at children's eye level.
   Encourage informal discussion.

OBSERVATIONS

The teacher can monitor the conversations or record on tape at various intervals. Keep records of the child's growth.

EXPRESSES FEELINGS

The kindergarten child has a need to convey feelings and emotions as well as ideas as he progresses to a higher level of communication.

STATEMENT OF PURPOSE

The child grows in self-confidence and self-direction as he gains in understanding emotions and develops the ability to use language in situations involving emotions.

These understandings can best be gained by the child when he observes, discusses and dramatizes situations involving emotions.

Concepts important to kindergarten children:
Emotions are natural.
Emotions can be controlled.
Some behavior is typical of various normal emotions.
People respond differently in identical situations.

SUGGESTED ACTIVITIES

1. Read the Kin/Der Owl book, David Was Mad. Discuss the emotion portrayed. Ask children to tell how they feel when they are angry. Let them dramatize how they act when they are angry.

2. On separate days present cards M-39, 40 and 41 from Ginn Language Kit A, Unit 12. Discuss the pictures, pointing out the emotion portrayed, its cause and the effect.

3. Play situations involving feelings. Teacher tells an imaginary story.

   Example:
   "Once upon a time there was a little boy named Jimmy. He was five years old. He went to kindergarten. He liked to go to school. One day he was walking to school with his friend Bill. Bill had a ball that rolled into the street. He started to run after it when a car came speeding around the corner. Jimmy was afraid and he called to Bill to stop."

   Lead the children into a discussion of how each boy felt in the situation. Choose children who show empathy for the way Bill and Jimmy felt to play the parts.

   Set the stage very informally.

   Evaluate: "Is there anyone who would play the story differently? Maybe Bill or Jimmy could be played another way."

   If different interpretations are expressed, give the opportunity for re-play. Compare the feelings expressed in both situations.

Present an unfinished story to children involving some situation similar to those observed in the classroom.

Example:

"Children, let me tell you a story about three boys I know in another kindergarten class. One day Tom was playing in the sandbox and was building a road all around the box. It was the longest road Ricky had ever seen and he thought it would be fun to run his red truck on the road Tom had built. So he walked up to the sandbox and pushed Tom away from the box. Then Tom pushed Ricky. How do you think each boy felt?"

4. Show the Kin/Der Owl book, My Schoolbook of Picture Stories. On separate days discuss different problem situations:

Picture No. 3:
"If you had a scratch on your knee and it hurt, how would you tell me."

Picture No. 1:
"If Jimmy took your tricycle away and you were angry, tell me how you would feel."

Picture No. 8:
"If someone pushed you while you were waiting for a drink of water, tell me how you would feel."

5. Present a situation such as the following each week and have the children respond.

"How will your mother call you if she has called you to breakfast two times and she's afraid you'll be late for school?"

"How will mother call you if she is tired?"

"How will you tell mother that your ice cream cone fell in the street and you are unhappy?"

"How will you tell mother that your sister or brother fell and is hurt?"

6. Have children illustrate an experience that made them happy, sad, angry or frightened. Ask them to tell the story of the picture.

7. Give children the opportunity to creatively express feelings through rhythmic activity using such records as:
Dance A Stories, by Ginn and Co.
Little Duck
Ballons
Brave Hunter
Toy Tree

Expresses Feelings

Flappy and Floppy
Magic Mountain
My Playful Scarf

OBSERVATIONS

The teacher will constantly be observing the child's use of language as he deals with his and others' emotional feelings.

1. Is the child learning to control his emotions?
2. Can he find outlets other than physical contacts?
3. Is he understanding of other children's feelings?

Expresses Feelings

LINKING LANGUAGE

AND THOUGHT

CLASSIFIES THINGS

When children sort, arrange, or classify things, they must study similarities and differences to determine the group in which the thing belongs. Thinking, which is interrelated with language concepts, is brought into use linking language and thought.

OBJECTIVE

The child separates a group of items according to color and can tell the criteria for separation.

MATERIALS

Pegs
Pegboard
Colored paper
Broken crayons in container

PROCEDURES

1. Present children with paper plates of broken crayons.
   Ask children to separate crayons into groups according to color.
   Ask children to tell how they separated the crayons.

2. Present pegs and pegboards to children.
   Ask them to put pegs in a pegboard with like colors in separate rows.
   Ask children to tell how they placed the pegs.

OBSERVATIONS

Can the child separate a group of items according to color and tell the criteria for separation?

OBJECTIVE

The child separates a group of items according to shape and can tell the criteria for separation.

MATERIALS

Parquetry blocks
Beads and laces
Flannel board
Flannel figures

PROCEDURES

1. Present a container of parquetry blocks to each child.
   Ask the child to separate the blocks according to shape.
   Have the child tell how he separated them.

2. Place three flannel figures across the top of the flannel board.

   Example: rabbit, bird, duck.

   Present children with an assortment of figures like those on the flannel board.
   Ask a child to select like figures and place them in verticle rows on the board.
   Have the child tell what he did.

3. Present children with a container of beads of assorted shapes.
   Have children string beads of the same shape on a shoe lace.
   Have children tell the class about their strings of beads.

OBSERVATIONS

Can the child separate a group of items according to shape and tell the criteria for separation.

OBJECTIVE

The child separates a group of items according to touch and can tell the criteria for separation.

MATERIALS

Smooth and rough rocks.
Box of objects--cotton, velvet, fur, feather, shell, block of wood, marble.

PROCEDURES

1. Give each child a container of smooth and rough rocks.
   Ask the children to separate the rocks into two piles, one of smooth and one of rough rocks.
   Ask children to tell how they separated the rocks.

2. Prepare a box of soft and hard objects.
   Teacher takes one soft and one hard object from the box and discusses with the children which one is soft and which is hard.
   Have the children close their eyes while they take an object from the box and then place it with objects that are either hard or soft.
   Ask the children to tell why they placed the objects where they did.

OBSERVATIONS

Can the child separate a group of items according to touch and tell the criteria for separation?

OBJECTIVE

The child separates a group of items according to a specified common element and can tell the criteria used for Separation.

MATERIALS

Language Kit A, Unit 3
- Pictures of animals, Cards S-65-67
- Pictures of tools, Cards S-11-15

Beads and pegs

Pictures of food, Cards S-79, 87, 92, 93

Pictures of objects, Cards S-30, 12, 17, 2

PROCEDURES

1. Give each child a container of pegs and beads.
   Ask children to separate them into groups of pegs and groups of beads.
   Ask children to ell how they separated them.

2. Present picture cards of animals and of tools from the Language Kit.
   Discuss the pictures and ask the children which things go together and why.

3. Display in mixed order eight cards from the Labguage Kit. (S-79,87,92,93,30,12,17, and 2)
   Have child separate the cards into stacks of things we eat and things we do not eat.
   Ask the child to tell how he separated the cards.

OBSERVATION

Can the child separate a group of items according to a specified common element and tell the criteria used for separation?

OBJECTIVE

The child separates a group of items according to a common element that he has chosen for classification and can tell the element.

MATERIALS

Containers of mixed items such as pegs, parquetry blocks and beads.
Containers of large seeds from OMSI or AAAS Kits.
Collection of pictures of animals and people.

PROCEDURES

1. Present children with containers of beads, parquetry blocks and pegs.
   Ask children to choose any way they would like to separate these items.
   Remind them it might be by color, shape or feel.
   Ask each child to tell how he separated the items.

2. Ask children to separate seeds in any manner they choose and explain how they separated the seeds.

3. Teacher presents children with pictures of animals and people cut from catalogues and magazines.
   Teacher asks children to separate pictures.
   Child tells how he separated the pictures.

OBSERVATIONS

Can the child separate a group of items according to a common element that he has chosen for classification and tell the element?

OBJECTIVE

The child names three items or more, each having a specified common element.

MATERIALS

None.

PROCEDURES

1. Ask each child to name three animals.

2. Discuss some things that are round in shape by naming several things such as a wheel, clock, doorknob and an end of a can.
   Then ask the children to tell three things they can name which are round in shape.

3. Teacher says, "We are going to play a game. I am thinking of something that is found in the kitchen. It is a stove. Who can think of something else that is found in the kitchen?"
   Ask each child to name one item found in the kitchen.
   After each child has named one kitchen item and all have listened, encourage each child to name three kitchen items.

OBSERVATIONS

Can the child name a group of three or more items according to a specified common element?

CONVEYS IMAGINATION

In order to promote the development of higher intellectual processes, the child must use imagination. Both logic and fantasy are employed in looking beyond that which is actually present. The child is able to express what he imagines by linking language and thought.

STATEMENT OF PURPOSE

The child grows in creativity and further develops his ability to manipulate language if given many opportunities to use imagination. This is an important step toward problem solving and abstract reasoning.

SUGGESTED ACTIVITIES

Storytelling

1. Present the Houghton Mifflin Story Boards by Olivia Hill. Use with children according to instructions given in the Teacher's Guide, p. 7-12. Encourage imaginative responses.

2. Show the children picture chart No. 15 from Health and Safety Kit (Scott Foresman). Discuss the picture with the children. Ask a child to tell what might have happened before the little girl arrived at school. Let another child tell what is happening in the picture. Encourage a child to tell what might happen after the little girl shows the caterpillar to her teacher. Have other children retell the story, including what happened before, in, and after the picture.

3. Show the children some pictures about space travel and discuss. Let children take an imaginary trip into space and tell a story about what they saw.

4. Teacher and children plan and make a rocket from cardboard boxes large enough to go into. Children take an imaginary trip and tell what dangers they encountered.

5. Let children collect a "bag" of space toys. Each child may take a toy from the bag and tell an imaginary story about it.

6. Choose a picture story book which children have not seen before. Let a child tell his own imaginary story about the pictures as he turns the pages.

Describing

1. Read to children the Kin/Der Owl book, Surprise! Surprise! Let children use imagination in guessing the contents of each package. The next day leave an attractively wrapped box on the browsing table to excite curiosity. Later, call the group together and let children guess what is in the box. Tell what color, shape and size they think it might be. Unwrap and display contents. Let children decide whose guesses were correct.

Conveys Imagination

2. Let children use their imaginations in completing descriptive phrases which the teacher begins.

   Examples:
   I am as tall as _____.
   The ball is as light as _____.
   The flower is as pretty as _____.
   The grass is as soft as _____.

3. Let children use imagination in responding to questions which employ fantasy.

   Examples:
   What if your shoes had silver wings?
   What if this pencil was a magic wand?
   What if your chair was a cloud?

4. Read to children, Where the Wild Things Are, by Maurice Sendak. Through discussion, help children understand why this is an imaginary story. Let children describe the imaginary animals.

5. Read to children the story, The Crazy Zoo that Dudley Drew, by Carl Rose. Discuss the various make-believe animals in the story, especially the flink. Let children describe the flink.

6. Let children draw or paint their own imaginary figures, and describe them.

7. Ask a child to describe a figure seen in a dream.

Dramatizing

1. Prepare to dramatize a familiar story. Children decide what to use for props, choose characters they wish to portray, and use their own imaginative dialogue.

2. Let children use puppets, and make up their own dialogue. They may use imagination in adapting a puppet to play different story characters.

3. Plan and build a train. Let children choose roles they wish to play, such as engineer, conductor, ticket agent, passenger.

SOLVES PROBLEMS

In order to link language and thought in problem solving the child relates previous learning to his present experiences. Children discover the problem, and state an appropriate solution.

OBJECTIVE

The child describes the problem an individual is facing in a picture and states a plausible solution.

MATERIAL

Health and Safety Kit, Chart 4. Kin/Der Owl Library, My Schoolbook of Picture Stories

PROCEDURES

1. Present the picture, Chart 4.
   Teacher asks children to tell what is happening in the picture.
   Lead children to discover the problem and state it.
   Teacher asks, "What would you do?"

   Play the action shown in picture Chart 4.
   Have children line up.
   One child will be the "one pushing" in line.
   Have children discuss the problem and try different solutions.

2. Present, My Schoolbook of Picture Stories.
   Use picture of child pouring juice.
   Have child tell what happened.
   Teacher says, "If this happened to you, what would you do?"
   Have children give several solutions.

3. Use My Schoolbook of Picture Stories.
   The above procedures can be used with other pictures in the book.

OBSERVATIONS

Can the child describe a problem an individual might be facing in a picture and state a plausible solution.

CONCOMITANT LEARNING

He is learning to be considerate of others.

OBJECTIVE

The child describes a group problem shown in a picture and states appropriate solutions.

MATERIALS

Health and Safety Kit, Chart 8. Kin/Der Owl Library, My Schoolbook of Picture Stories

PROCEDURES

1. Present the picture, Chart 8.
   Have children tell what they think is happening.
   Teacher says, "What do you think the children could do to help?"
   Elicit several responses.

2. Present book, My Schoolbook of Picture Stories.
   Use picture of children at drinking fountain.
   Have children tell what is happening in the picture.
   Teacher says, "What is the problem? How do you think this problem could be solved?"
   Encourage children to give appropriate solutions.

3. Use My Schoolbook of Picture Stories.
   The above procedures can be used with other pictures in the book.

OBSERVATIONS

Can the child describe a group problem shown in a picture and state appropriate solutions?

CONCOMITANT LEARNINGS

He is learning to listen to other children.
He is learning to think of others.

Solves Problems

OBJECTIVE

The child describes a group problem about a school situation and states possible solutions.

MATERIAL

Chairs Blocks

PROCEDURES

1. Teacher and children make a "pretend bus" with blocks and chairs.
   One child can be the bus driver.
   Plan so that there are fewer chairs than children.
   Children try to find seats on the bus.
   Children discover that there are not enough seats for all.
   Encourage children to offer several solutions to the problem.

2. Teacher and children have planned that only four children play in the block corner.
   Pretend that six children go to block corner.
   Discuss with the class.
   Have children describe the problem.
   Encourage children to give several solutions to the problem.

OBSERVATIONS

Can the child describe a group problem and state solutions?

CONCOMITANT LEARNINGS

He is learning to be concerned about others.
He is learning good manners.

Solves Problems

OBJECTIVE

The child describes a problem with which he is faced and states a possible solution.

MATERIALS

Scraps of wood
Nails (different sizes)
Hammer
Work bench
Paints
Paper

PROCEDURES

1. Teacher has set up the center for woodworking.
   Discuss the use of materials in the center.
   Let one child collect material for a boat.
   Plan it so that the available nails are too short for the wood he will use.
   The child discovers the problem and tells about it.
   Encourage the child to tell what he might do to solve the problem.

2. Give a child three colors of paint.

   Example: red, blue and yellow.

   Use easel paint or finger paint, mixed thick.
   Put a dab of each of the three colors far apart on a sheet of moisture resistant paper.
   Ask the child to make a picture with green grass, a blue house, and red and yellow flowers.
   The child discovers he has no green and tells about it.
   Encourage the child to try putting colors together and see what color he gets.
   When he is successful, let the child show his color to the teacher.
   Have him tell the color he was asked to make, and how this was accomplished.
   This activity may be for an individual or small group.

OBSERVATIONS

The child can describe a teacher-planned problem with which he is faced and states a solution.

CONCOMITANT LEARNINGS

He is learning to work with woodworking tools.
He is learning to mix colors for painting a picture.

EXPRESSES ABSTRACT REASONING

As the kindergarten child moves
from concrete problem solving
toward abstract reasoning,
language becomes a powerful tool.
It becomes a means of symbolizing
the new combinations of spatial,
causal and temporal relationships
which he experiences.

OBJECTIVE

The child tells if the space for an object is too small, too big, or just fits.

MATERIALS

Stern's Structural Arithmetic Counting Board and Unit Blocks.
Coordination Board of graded circles, squares, and triangles.
Large selection of different sizes of clean empty food cans.

PROCEDURES

1. Have the Unit Blocks in the proper grooves in the Counting Board.
   Have group of not more than ten children seated around a table.
   Introduce and demonstrate the use of the Counting Board and Unit Blocks.
   Scatter Unit Blocks in random fashion on a tray or large piece of cardboard that can be easily pushed into reach of children.
   Each child in turn is asked to pick up any block and put it in the board where it just fits. If the block doesn't fit have the child tell you if it is to small or too big. If needed help him find the place where it just fits and have him tell you that it just fits. (For variations of this game, see pp. 20, 21, 22 of teacher's manual for beginners, Structural Arithmetic.)

2. Cover the top and bottom rows of the graded circle, square and triangle coordination board.
   Show the covered board and all 16 shapes to a small group of children.
   Have children find the shapes that just fit the exposed row and tell if it just fits.
   Vary by covering different rows and by using uncovered board.

3. Show food cans and let several children work together (or along) to find three or four cans that make a nest of cans. As the children work ask them to tell if a can is too small or too big or just fits in making the nest.

OBSERVATIONS

Is the child able to tell if the space for an object is too small, too big, or just fits?

CONCOMITANT LEARNINGS

He is learning to estimate size.
He is learning to solve problems.

OBJECTIVE

The child names at least three different periods in a school day and tells what we do during these times.

MATERIALS

Kin/Der Owl Library, My Schoolbook of Picture Stories.
Large cardboard clock, (teacher prepared, directions below).

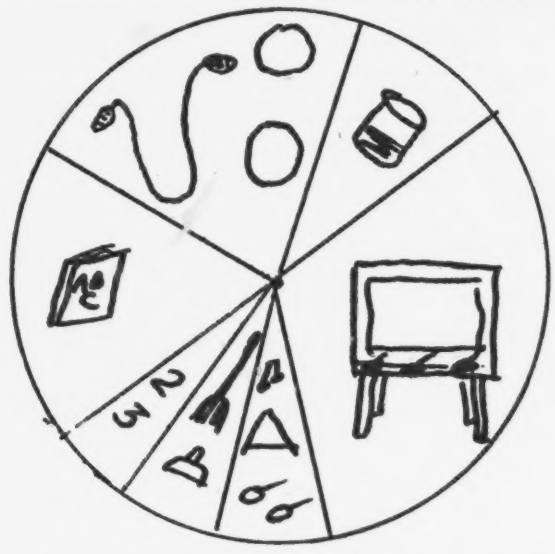
PROCEDURES

1. Ask child to tell his three favorite periods in kindergarten and what he likes best during these times.
   Lead children to respond through questioning if necessary.

2. Present pictures in My Schoolbook of Picture Stories to a group of children.
   Discuss with the children the kindergarten activities shown in the book.
   Have the children tell what period it is in the kindergarten day. After discussion ask children to name three periods in the kindergarten day.

3. Divide a large cardboard circle into the appropriate segments that correspond to your class schedule.
   Paint or paste pictures in segments to identify these time periods.
   Present the activity clock to the children and discuss the various time periods.
   Ask children to name them and tell what they do during this time.
   They may also turn hand on clock to show the activity.

Example:



OBSERVATIONS

Can child name at least three different periods in a school day and tell what they do during thses times?

OBJECTIVE

The child tells at least three things that happen at night and at least three things that happen during the day.

MATERIALS

Kin/Der Owl Library,
Good Morning, Good Night
The Moon Tonight
Princess Goodnight
Health and Safety Charts
Card No. 12, When Night Comes

PROCEDURES

1. Read the book Good Morning, Goodnight to the children.
   By asking questions lead the child to tell at least three things that happen at night and three things that happen during the day.

2. Read the two books entitled The Moon Tonight, and Princess Goodnight, to the children.
   Ask the children to tell three things they hear, see or smell at night.
   Ask the children to tell three things they hear, see or smell during the day.

3. Fold a sheet of newsprint in three sections.
   Have the children draw pictures in each section of things that happen during the day and tell about them.
   Use the same procedure for pictures of things that happen at night.

OBSERVATIONS

Is the child able to tell at least three things that happen at night and at least three things that happen during the day?

CONCOMITANT LEARNINGS

He is becoming aware of his environment.

OBJECTIVE

The child uses "because" and any other appropriate word to tell why, in response to specific questions or unfinished statements.

MATERIALS

Language Kit Card L-12,
Story: Skip and Waddle, p. 244 Teacher's Manual.
Sounds I Can Hear (School, Vol. 4).
Cards 1 and 2, Sound Story 1
Card 1, Sound Story 2
Card 1, Sound Story 3
Kin/Der Owl Library Book, Which Do You Choose?

PROCEDURES

1. Present examples of how sentences can be completed and questions answered with any words that make sense. Use the tape recorder to record child's responses to statements and questions.

   Examples:

   "Jimmy spilled his juice because _____."
   "Why did Sally wear her boots to school?"

2. Show the picture card, Skip and Waddle, and read the story from the Teacher's Manual.
   Ask such questions as:
   What did Skip and Waddle discover?
   Did they like to do the same things?
   What did Skip like to do?
   What did Waddle like to do?
   What happened to let Skip and Waddle know that they were not exactly alike?
   Why did Skip and Waddle look at their feet?
   Help the children understand and be able to express the reasons why Waddle couldn't scratch or peck and why Skip couldn't waddle or swim.

3. Show book, Which Do You Choose.
   Elicit responses to the question "Which do you choose?"
   After child has stated his choice ask him to tell you why he made that choice.

4. Present card 1, Sound Story 2.
   Ask child the question: "Why do you think the little girl is washing her hands?"
   Show cards 1 and 2 of Sound Story 1 and say, "The blocks fell down because _____."
   Show card 1, Sound Story 3 and say "Because Kitty was hungry he _____."

Abstract Reasoning

OBSERVATIONS

Is the child able to use words to tell why, and because in response to specific questions or unfinished statements?

CONCOMITANT LEARNINGS

The child is learning the skills of observation.